**Selected Response Assessment**

**Learning Targets:**  
1. Students will know that selected response assessment aligns with knowledge and understanding  
targets, as well as with some patterns of reasoning.  
2. Students will understand when to use selected response formats and advantages of them.  
3. Students will be able to develop assessments efficiently by three steps: plan or blue-print the  
test, find the focus for each item, write the items.  
4. Students will be able to recognize and correct bias that can distort results.  
5. Students will feel confident using selected response assessment to set up their students for  
successful learning.  
  
  
  
**Academic Language:**

**1. Blueprint:** Identifies the material to be tested (sample of achievement)  
 Type1: Table of Test Specifications  
 Type 2: List of Instructional Objectives  
**2. Proposition:** “Clearly stated sentences that reflect important elements of content and  
stipulate the kind of cognitive operations respondents must carry out” (p. 111).  
**3. Test Specification:** Knowledge & Understanding, Comparative Reasoning, Classification Reasoning  
**4. Selected Response Test Types**: True/False, Matching Items, Multiple Choice, Fill in the Blank   
  
***When and how do I use Selected Response Methods of assessment most effectively?***  
• Use selected response to assess knowledge (fact) and understanding (concept) learning targets.  
• Selected response is best used when assessing foundational knowledge and reasoning.   
• Selected response questions should be logically similar to practiced problems, but should  
be new to the students. For example, a homework problem that deals with prices of pens and pencils could be replaced with candy and soda of different prices. In this way, student reasoning and application of knowledge is assessed, rather than pure recall of an answer.

***What are some of the advantages to selected response formats?***

• Selected response tests are the most efficient method of assessment.   
• Often less subjective than other forms assessment (although not purely objective).  
• A well-constructed selected response assessment provides quality information about student content knowledge and confusion. This applies knowledge and concept targets.   
• Clearly phrased questions that are aligned with explicitly taught learning targets can help ensure student success and develop confidence.  
  
***How do I control for bias and distortion in selected response assessment?***

• Cover a representative sample of the most important content covered in the course. Time devoted to content in the course should be aligned with the number of questions posed in the assessment (See also: table 5.2 on p. 105)  
• Make point values on the exam explicit to students for each question.  
• Students must not be assisted during assessment in order to minimize bias.  
• Develop two or more tests for makeup exams and to control for cheating.  
• Selected response should be clearly and explicitly stated to accommodate lower-level  
readers. Assessment should assess content knowledge, not reading proficiency.  
• Eliminate clues to the correct answer either with the question or across questions within a test.   
• Make sure students have enough time to complete the exam, include a large enough sampling of questions, and control for guessing with “fill in” exercises. How do I control for bias and distortion in selected response assessment?  
  
***Some notes on the format of the selected response assessment***

• Make sure students know the point value for each question to help them use time wisely.  
• Start the test with an easy question to relieve test anxiety.  
• Group like sections (e.g. multiple choice with multiple choice, short answer with short  
answer).  
• Make sure all questions appear on the same page.  
  
***What are the steps for developing a selected response assessment?***1. Prepare a Blueprint: Decide the categories and weights of content being assessed by  
focusing on the most essential components of the unit. Be sure to align content with the  
state standards and what students will likely encounter later in their education.  
Assessment needs to be aligned with explicitly stated learning targets. Both student recall  
and cognitive ability should be assessed. See Table 5.2. You should devote the majority of your test development time to preparing the blueprint.   
2.Selecting the Specific Material to Assess: The content of the test needs to be a  
representative sample of the content covered in the course, with the most important  
content making up the majority of the assessment. Selected response questions flow  
naturally from clear statements of learning targets, called propositions. Propositions  
are defined as “clearly stated sentences that reflect important elements of content and  
stipulate the kind of cognitive operations respondents must carry out” (p. 111). You need to have more propositions than you will use.  It is recommended to have double the amount than will appear on the selected response assessment.   
3. Building Test Items from Propositions: Develop questions that are brief, clear, and  
grammatically correct. Common pitfalls include clues that give away the correct  
answer, and overly wordy questions. Make sure to have someone else proofread your  
assessment. Make sure that there is only one correct or best answer, and that there is a point value listed for each question. For example, if the a question calls for identifying all correct answers, make sure that there is a point for each answer. In addition, be careful  
to avoid “idea salads”—there should be one key concept per question. Make instructions clear and brief.  
  
General Tips:  
• Ask questions. Do not write incomplete sentences or phrases (Give example: Instead of writing “Between 1950 and 1965” write, “What was the trend in interest rates between 1950 and 1965?”). Your questions should come from your propositions.  
• Do not hand score exams unless necessary   
• Use multiple choice questions to diagnose common misunderstanding.  
  
  
  
Selected Response: Let’s try it!  
  
Step 1: Create a blueprint  
It should look like this:

|  |  |  |
| --- | --- | --- |
| **Content Area** | Knowledge & Understanding | Comparison Reasoning |
| **(Think of one potential content area for your unit)** | 1 question | 1 question |

Step 2: Select specific material to assess  
Create 2-4 **propositions** within the **content area** you chose (**propositions** are clearly stated sentences that reflect important elements of content)  
  
  
Step 3: Build test **questions** from your **propositions**  
Create two sample **questions** using your **propositions**. One should be a Knowledge & Understanding question, and one should be a Comparison Reasoning question. Use different types of questions:  
1.       True/False  
2.       Fill-in  
3.       Matching  
4.       Multiple choice  
Remember:  
Keep the question sharply focused  
Ask a question  
Aim for the lowest possible reading level  
  
  
Quiz Questions:  
1.       Selected Response assessments are best for disposition learning targets. **T/F**  
  
2.       A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a clearly stated sentence that reflects important elements of content and is used to create Selected Response test questions.  
  
3.       Label the order of the three steps of creating Selected Response Assessments:

a.       Select specific material to assess and create propositions. \_\_\_

b.      Create a blueprint. \_\_\_

c.       Build test questions. \_\_\_

4.       Which of the following is an example of a proposition:

a.       Students will know the main causes of the Civil War.

b.      Two main causes of the Civil War were slavery and states’ rights.

c.       What were the main causes of the Civil War?

5.       What makes the following question biased?

All of the following are animals, except an:

a.       Giraffe

b.      Zebra

c.       Apple

d.      Lion

Answer Key:  
1.       F  
2.       Proposition  
3.       2,1,3  
4.       B  
5.       The article “an” gives away that the answer will begin with a vowel.